**DEECD logo.jpg**

**Supporting New Teachers Practice**

**Workshop Support Materials**

**Days 1 and 2**

**With**

The EdPartnerships International Team

Peter Burrows

Jill Flack

Maureen O’Rourke

Kelli Simmons

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| Process adapted from EdPartnerships Learning Partner Kit 2012 | Photo Chats |

**Time**: Approximately 30 mins

**Purpose**: To bring the world of the classroom into the workshop. To begin observing evidence of how learners are learning.

**Materials**: 6 photos of learning occurring in each person’s context. Sticky Notes.

**Organisation**: Mentor and 2 -3 New Teachers in a Group

**Process**:

1. **Prior to the activity**: all group members are asked to bring 6 photos that illustrate ‘how learners learn in their context’. Three photos are taken by students and three by the New Teacher.
2. **Cold read**: New Teacher 1 shows their photos to their mentor and other New Teachers without initial commentary. The learning partners share their ‘read’ of the photos, what they notice about how learners are learning in this context. (3 mins)
3. **Check in**: New Teacher 1 responds, noting what was interesting in the ‘reads’ of others and reflecting on how well the photos communicated what they intended.

(3 mins)

1. **New Teacher 1**: Share student photos and their annotation. Discuss what was similar and different from the student perspective. What can we learn from their choices? (3 mins)
2. **Rotate the process**: New Teacher 2 shares their photos and the process is repeated.
3. **Rotate the process**: New Teacher 3 shares their photos and the process is repeated.
4. **Group Debrief**: What are some commonalities between ‘how learners are learning’ in our different classes? What is something unique to each class?

Prompts from the EdPartnerships Learning Partner Kit Materials for the DEECD SNTP program. May be copied for non-commercial use with attribution.

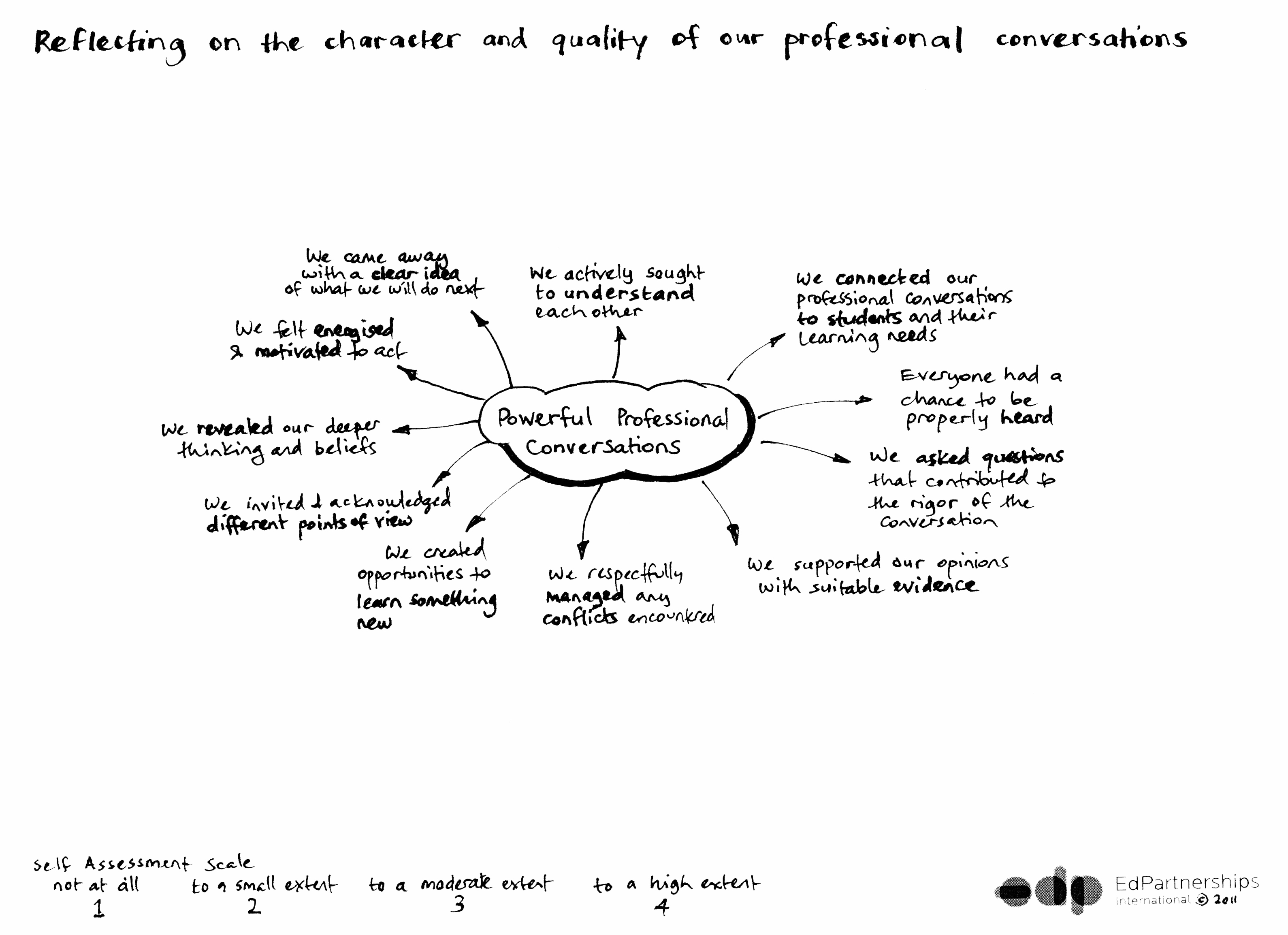
## Coaches Observation Triangle

Pedagogical Strengths (ref PoLT)

Quality of Professional Conversations (ref to Map on next page)

Capabilities in Action (e5)

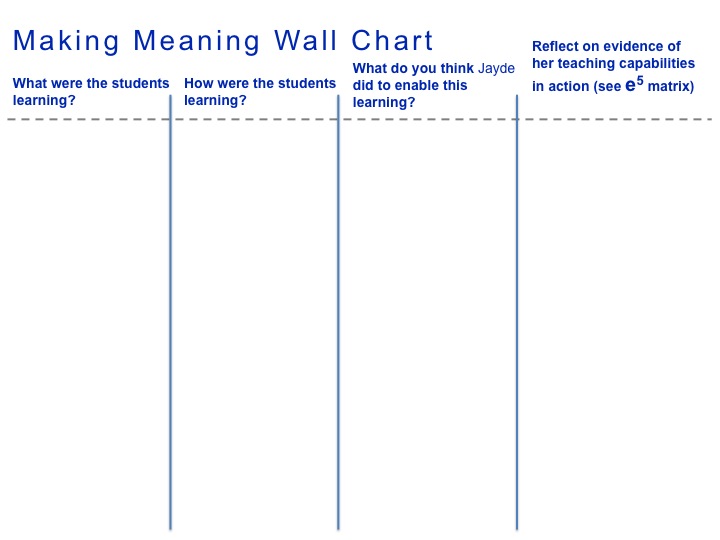
## Reflecting on the Character and Quality of Our Professional Conversations

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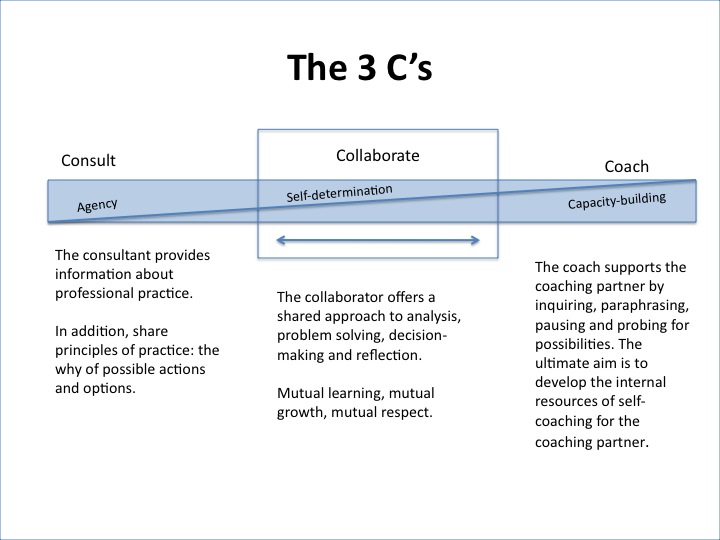
## SNTP Wall Chart: Most Positive Experience of Student Learning this Year

|  |  |  |  |
| --- | --- | --- | --- |
| **What was the successful learning for students?** | **Categorise: Type of learning** | **How did the teacher/teaching enable the learning?** | **Categorise: Capabilities demonstrated** |
| New Teachers respond | Everyone draws on their knowledge of VELS domains and dimensions and/or Melbourne Declaration Goals to name the learning. | New Teachers respond | Everyone draws on their knowledge of PoLT and e5 capabilities to name the teacher practices |

## Making Meaning Wall Chart

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| EdPartnerships key roles for Learning Leaders – The 3Cs |



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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Focused Challenge Analysis |

# Purpose: To clarify a specific challenge facing the presenter and expand perspective to assist them to see a way forward.

# Time: approximately 40 mins

**Organisation:** groups of 4 **(**1 presenter, 2 questioners, 1 facilitator/timekeeper)

One person (presenter) answers the questions posed by two questioners about the issue which has been identified as a challenge.

**Process:**

1. **Identify a challenge**: All group members identify a challenge they currently face in their role by writing a short analysis: What is the challenge? Why do you want to tackle it? What do you think you need to learn to be able to tackle it? **(5 mins)**
2. **Group Check-In**: Each person states their challenge to the group in one sentence (max 30 secs per person). The group then decides who in the group has the most urgent challenge or issue of mutual interest. Share out the other roles. **(3 mins)**
3. **Details of the challenge**: The presenter explains the challenge in more detail. **(5 mins)**
4. The questioners ask **information seeking questions** (clarifying questions) that provide factual details and a clearer picture of the challenge. **(5 mins)**
5. The questioners ask **opinion-seeking questions** that probe the issue – this might be to seek to uncover assumptions, feelings, thoughts or beliefs of the presenter. **(5 mins)**
6. The questioners and facilitator draw on their own experience to offer different possible perspectives and to brainstorm courses of action they might consider if in the presenter’s shoes ***(‘What I think could be going on here is….’‘; If this were me, I might…’***). ***Avoid*** framing your discussion as advice or ***‘I think you should..’***. The goal is to reveal different perspectives and open up possible courses of action, not solve the problem. The presenter listens and weighs up the pros and cons of the ideas but does not respond. **(5 mins)**

**7**. **Open conversation**. The presenter responds and engages in open discussion. At this point they can pursue ideas raised that interested them. **(10 mins)**

1. **Debrief the process (5 mins)**

This discussion structure has been adapted from “*The Power of Protocols: An educator’s guide to better practice*” by J.P. McDonald, N. Mohr, A. Dichter and E.C. McDonald, 2003. Published by Teachers College Press.

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Some Question Stems |

***Information Seeking or Clarifying Questions***

These are designed to identify facts or particulars about a situation. They are for the questioner so that you better understand the context.

What did you mean by… What is an example of…

Who has responsibility for… Where will you…

What opportunities have you provided for… What is the role of…

***Opinion Seeking or Probing Questions***

These are seeking to identify opinions and feelings; uncover thinking, values and beliefs; reveal pedagogical stance; discover personal learning needs or potential areas for professional inquiry.

What was your thinking in relation to… How might you plan for…

What information would you need about… What concerns you most about…

What support would you need to accomplish… How do you suppose…

What is the likelihood of… Why do you think…

What other ideas do you have about… What influenced you to…

Where do you imagine ……..might lead? Why might…..

How will you know if …….has the desired impact? What’s your hunch about…

What might you be assuming about… How would you describe…

What else might you need to consider if the goal is to….

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## SNTP - Developing a Challenge of Practice Scaffold

Challenges of practice are best identified in conjunction with a student learning need. Once you work out what the student learning need is, then the challenge of practice is working out how to address this and progress each student. Think through the following prompts to help you define your Challenge of Practice:

**If** the learning that I aspire to or desire for my students is:……………………………………………………….

…………………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………………………..

**Then** what have I already learned about their development and learning needs in relation to this is…

**So What** else might I need to find out in relation to their development and learning needs in relation to this?

***Therefore I see my challenge of practice as being****: (Choose only those that are relevant or add you own):*

Learning about or how to…………………………………………………………………………………………………………………

Developing my capabilities in………………………………………………………………………………………………………….

Trying new strategies such as…………………………………………………………………………………………………………..

Getting better at………………………………………………………………………………………………………………………………

Finding out………………………………………………………………………………………………………………………………………

***If I’m successful in developing my practice, then I should see that my students:***

Can…………………………………………………………………………

Learn…………………………………………………………………….

Understand……………………………………………………………….

Progress…………………………………………………………………

Develop…………………………………………………………………….

Change……………………………………………………………………….

Deepen or Strengthen………………………………………………….

Become more proficient in………………………………………………

Take responsibility for…………………………………………………….

Are able to………………………………………………………………………….

Develop skills in…………………………………………………………………….

Evidence that might help me to determine if my new practice is progressing my learners is:

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## Reflecting on concerns that relate to student progress

Identify a maximum of 3 priority concerns that you have in relation to progressing all students in your class. Then rank the three in order of priority:

To assist you, a list of common concerns is provided – feel free to select from any of these or add in some new concerns of your own.

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| --- | --- |
| My main concerns in relation to developing my practice and progressing my students are: | Priority Ranking (1-3) |
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**Examples of Teacher Concerns**

|  |  |
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| * Establishing my class routines and procedures so that we have an environment conducive to learning |  |
| * Changing and/or managing student behaviours that get in the way of learning |  |
| * Developing democratic and respectful relationships with and between students |  |
| * Building a community of learners where everyone takes some responsibility and works well together |  |
| * Negotiating learning and providing students with choice and voice |  |
| * Challenging students to achieve high standards and deep understanding |  |
| * Teaching students how to learn as well as what they need to learn |  |
| * Assessing where individual students are at so that I can challenge them appropriately |  |
| * Differentiating learning activities so that everyone is engaged and learning |  |
| * Applying and assessing learning authentically |  |
| * Documenting progress so that I have evidence of how well my students are progressing |  |

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| 1632_EDP_Logo_Landscape-Final_Office | | Leading Professional Learning Repertoire – Where am I now? | | | | | | | | | | | | |
| Use twice per year – indicate your entry level on the light column and your growth in dark columns | | | | | | | | | | Name: Entry Level Date: Final Date: | | | | |
| **Strategies** | Don’t know this strategy or practice. | | | Know about but not yet using | | Know about and considering using | | Trialling or beginning to use | | Using regularly but want to improve | | Using confidently and effectively | | Reflection on use of this strategy/practice |
| Coaching (Individual) |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Coaching (Team) |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson Study |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Mentoring |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Walks |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Action learning/Inquiry |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer or classroom observation and analysis |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Conversations |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Photo Chats |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Examining Student Work Protocols |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Discussion protocols |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Video analysis of practice |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| In-class modelling and demonstration |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  | |  |  |  |  |  |  |  |  |  |  |  |  |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | | Preparing for Professional Inquiry (KWLA) | | |
| What do you already ***Know*** about Challenge of Practice? | What do you ***Want*** /Need to know about your Challenge of Practice? | | What have you ***Learned*** from your evidence and investigations? | How will you ***Apply*** what you have learned in your practice? |
|  |  | |  |  |
| How will you find this out? | |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Critical Reflection |

# Structured reflection assists us to reflect critically on our practice, which in turn helps to illuminate informed courses of action. A simple but effective structure is:

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| --- | --- |
| **Describe**:  What has happened or been done to date? |  |
| **Inform**  So What?  (So what do you think this all means? How are you interpreting the situation in light of what you noticed as a result of the actions taken?) |  |
| **Confront**  Why?  (Why do you think things are the way they are; what are the enabling and blocking factors; what might be some of the assumptions in play; dilemmas or issues you’ve noticed; who has what power in the situation?) |  |
| **Reconstruct**  Now What?  (Now what might you do or continue? What might you do differently? What has changed about the way you see or understand things?) |  |

*Adapted from the work of John Smyth. Reference:* Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education, 40(2)*, 2-9.

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | After Action Review (AAR) |

1. **What was the intent?**
2. **What actually happened?**
3. **What have we learned?**
4. **What do we do now?**

Adapted from: Collison, C.; Parcell, G. Conducting and After Action Review. Online: [<http://www.chriscollison.com/l2f/documents/KMaar.doc>

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| Teaching for Powerful Learning - Where am I now? | | | | | | | | | | | 1632_EDP_Logo_Landscape-Final_Office | |
| Name:  Place an x on the continuums – where are you now?  In my professional practice… | I’m not yet working in this way. | | I know it’s important to work like this but usually don’t. | | I try to work like this and sometimes do. | | I strive to work like this and often do. | | I regularly and confidently work like this. | | | How do I know this? |
| I create ambitious and meaningful tasks that reflect how knowledge is used in the world. |  |  |  |  |  |  |  |  |  |  | |  |
| I engage students in active learning, so that they apply and test what they know, including new learning. |  |  |  |  |  |  |  |  |  |  | |  |
| I identify and address the prior knowledge and experiences that students bring to the classroom so that they can connect new information and concepts. |  |  |  |  |  |  |  |  |  |  | |  |
| I diagnose student understanding in order to scaffold the learning process step by step. |  |  |  |  |  |  |  |  |  |  | |  |
| I assess student learning continuously and adapt my teaching to student needs. |  |  |  |  |  |  |  |  |  |  | |  |
| I provide clear standards, constant feedback and opportunities for improving work |  |  |  |  |  |  |  |  |  |  | |  |
| I encourage strategic and metacognitive thinking so that students understand how they learn and how to evaluate and guide their own learning. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to acquire a deep foundation of factual knowledge. |  |  |  |  |  |  |  |  |  |  | |  |
| I structure new learning for my students so that it is learned in the context of a conceptual map. |  |  |  |  |  |  |  |  |  |  | |  |
| I integrate carefully designed explicit teaching with hands-on inquiries that actively engage students. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to apply new learning to solve problems of increasing complexity. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to define some of their own learning goals and monitor their progress in achieving them. |  |  |  |  |  |  |  |  |  |  | |  |
| I teach my students a range of conscious learning strategies and use scaffolds that vary for different students. |  |  |  |  |  |  |  |  |  |  | |  |

Adapted by EdPartnerships from Darling-Hammond L., Barron B., Pearson P.D., Schoenfeld A.H., 2008, *Powerful Learning: What We Know About Teaching for Understanding*, Jossey Bass Wiley, San Francisco

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| Teaching for Powerful Learning - Where am I now Blank Template | | | | | | | | | | | 1632_EDP_Logo_Landscape-Final_Office | |
| Name:  Place an x on the continuums – where are you now?  In my professional practice… | I’m not yet working in this way. | | I know it’s important to work like this but usually don’t. | | I try to work like this and sometimes do. | | I strive to work like this and often do. | | I regularly and confidently work like this. | | | How do I know this? |
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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Social Practices |

Research by Lieberman and Wood (2003) identified the following social practices occurring in the professional learning community of the highly effective National Writers Project.

|  |  |
| --- | --- |
| What evidence did you see of this over the past two days? | |
| 1. Approaching each colleague as a potentially valuable contributor |  |
| 1. Honoring teacher knowledge |  |
| 1. Creating public forums for teacher sharing, dialogue and critique |  |
| 1. Turning ownership of learning over to learners |  |
| 1. Situating human learning in practice and relationships |  |
| 1. Providing multiple entry points into the learning community |  |
| 1. Guiding reflection on teaching through reflection on learning |  |
| 1. Sharing leadership |  |
| 1. Promoting a stance of inquiry |  |
| 1. Reconceptualising professional identity and linking it to professional community |  |
| Source: Lieberman, A. & Wood,D. 2003. Inside the National Writing Project: Connecting network learning with classroom teaching. New York: Jossey Bass. | |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | WOW Factor Conversation |

WOW Factor: **W**ins, **O**bstacles and **W**ondering What now?

A reflective and focused conversations using the WOW framing. WOW is designed for colleagues to share their experiences and invite insights and/or suggestions in relation to the wonderings that have been presented.

Group Structure: Pairs

Total time required: 30 minutes

**Steps:**

1. ***Reflection and note writing time (5 mins)***

Both participants take 5 minutes to reflect and record significant events in each of the three sections of the WOW factor framework (Wins, Obstacles and Wonderings).

1. ***Share 1 (2 mins)***

Person 1 shares one or two significant wins, briefly describing the win and it’s significance

1. ***Share 2 (2 mins)***

Person 1 shares one or two of the obstacles to the desired progress, briefly explaining how progress has been impeded.

1. ***Share 3 (2 mins)***

Person 1 asks one or two wondering what now questions of Person 2.

1. ***Clarifying questions (2 mins)***

Person 2 has time to ask clarifying questions that may affect his/her response

1. **Respond (2 mins)**

Person 2 offers any insights and ideas in support of Person 1.

1. ***General Discussion (5 mins)***
2. ***Repeat Steps 2-7 with Person 2.***

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## Reflecting on the e5 Teaching Capabilities

1. My current knowledge and understanding of the effective Teaching Capabilities (e5) is:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I don’t know about this yet | I’ve heard or read about e5 but not sure what it means for me | I’ve participated in some professional learning on e5 teaching capabilities | I’m familiar with the e5 capabilities and have begun working with them | I regularly reflect on the e5 capabilities and use them to guide my professional learning goals |
|  |  |  |  |  |

1. What questions do you have about the use of e5 teaching capabilities as a reflective tool?

## My Learning Community Matrix

